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overcoming of the heterogeneous manifold of experience. This is done by selection according to one of two fundamental concepts,—the genus or the whole. The first gives rise to generalizing science and the latter to individualizing science, which is identified with history. History selects its materials by means of generally valid values and its method is the inclusion of individuals in larger individuals, not logical subsumption. But no empirical science can dispense with causality. The causal principle is a constitutive form of all experience. It is capable of being logically developed according to either of the two concepts mentioned above; it can be generalized or individualized. The latter is the process of historical causality. Accordingly the supposition that teleology excludes causality from history is merely a methodological confusion.

GEORGE H. SABINE.

LELAND STANFORD JR. UNIVERSITY.

The Essentials of Character. By EDWARD O. SISSON. New York, The Macmillan Co., 1910.—pp. x, 214.

This book is "a practical study of the aim of moral education" (sub-title). It "has been written in the belief that a clear comprehension of what really makes up human character would be one of the first and best aids to the actual worker" (p. vii). The method of the book is evolutional and the author accordingly begins with chapters on the natural endowment of the child, laying special emphasis on native differences. After two chapters on native tendencies and their treatment, there follow discussions of disposition, habits, tastes, the personal ideal, conscience, the social ideal, strength of character, religion, and the cultivation of character. It is perhaps generally agreed that any significant study of education or any thoroughgoing investigation into educational methods calls for a concise statement of a clearly conceived ideal of character. Such an ideal, however, while necessarily formulated in accordance with facts 'practically' coördinated and defined, does not come as a result of any "practical study." The author is therefore confusing his method with his conceived goal, with the result that the sub-title of his book expresses a contradiction in terms. It is the ideal which guides the practical study, rather than the practical study which leads to the ideal.

It is also agreed that a clear comprehension of what makes up human character is a prime consideration in any educational theory or practice. But the make-up of human character is a question for philosophical analysis, based, of course, on direct observation of the expression of character. To this analytical problem the book under consideration contributes very little. Where one would expect careful and painstaking analysis of the elements of character, one finds only series of platitudes of popular evolutional literature, in some cases falling almost to the level of sentimentality, as in the chapter on "Disposition." There is little scientific enlightenment in the "patient and loving study of the living child" (p. 43), and no great exhibition of analytical clear-headedness in the definition "character means the total of the qualities that make a real man or woman: a person without character is so much less than a man: and a man of character is a man in the fullest sense" (p. 3).

E. JORDAN.

CORNELL UNIVERSITY.

Experiments in Educational Psychology. By DANIEL STARCH. New York, The Macmillan Co., 1911.—pp. vii, 183.

"This book is designed to serve as a guide for laboratory experiments in educational psychology. . . . For many experiments the material is contained in the book. . . . In order to emphasize the practical aspects of the principles brought out in the various experiments, a brief set of exercises is placed at the end of each chapter. . . . Additional references are given to excellent practical problems." . . . (pp. v–vi). Of the thirteen chapters in the book the first four deal with individual differences, sense defects, and types of mental imagery. Chapters v to viii are more strictly pedagogical in character and include the titles "The Trial and Error Method of Learning" (chap. v), "The Progress of Learning" (chaps. vi–vii), and "The Transference of Training" (chap. viii). The remaining chapters are psychological in character and bear the titles: "Association," "Apperception," "Attention," "Memory," "Work and Fatigue." The book ought to be a valuable instrument in the hands of elementary students of education.

E. JORDAN.

CORNELL UNIVERSITY.

Lectures on Fundamental Concepts of Algebra and Geometry. By JOHN WESLEY YOUNG. New York, The Macmillan Co., 1911.—pp. vii, 247.

This book appears in response to the present widespread interest in the fundamentals of mathematical theory. The author's purpose has been to "give a general exposition of the abstract, formal point of view developed during the last few decades, rather than an exhaustive treatment of the details of the investigations" (p. v). The twenty-one lectures which compose the book were delivered at the University of Illinois during the summer of 1909. In the first five lectures it is proposed to "consider rather informally our conceptions of space, and to illustrate in a general way the point of view to be followed in the later, more formal discussion" (p. 8). Beginning with a discussion of the historical development of the conceptions involved, it is found that Euclid's *Elements* is the "earliest work in which mathematics is exhibited as a logically arranged sequence of propositions," as the science of mathematics is defined by the author (p. 2). In these introductory lectures it was found that "the meaning popularly attributed to certain fundamental concepts . . . lacks precision, that the axioms and postulates of geometry cannot be regarded as self-evident, . . . that our intuitive knowledge of space is not sufficient to determine completely the fundamental propositions of geometry" (p. 58). "It thus became apparent that a purely logical treatment of geometry implies a purely abstract treatment, . . . it was seen that the